



Masters of Education
Single Subject, Multiple Subject or
Specialist Credential, MCC program

EDUC 557 03 & 04: Action Research for Teachers Merged Capstone (3 cr)

Fall 2017 Class hours: Wednesdays 4:40-7:30 Room: IPJ 218

Instructors:

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Student hours: By appt. We look forward to seeing you during student hours. Do stop in! Individual assistance is always available by appointment.

Course Description

EDUC 557 and 558 are a sequence of two courses focused on action research in the classroom setting using the CalTPA framework. EDUC 557 focuses on the nature of action research and action research methodology. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA to identify classroom-focused research questions, design appropriate instructional projects using a variety of data sources, and initiate those projects in their student teaching classrooms. Candidates will reflect on their implementation of Cycle/Phase 1, make appropriate modifications and conduct a second cycle of implementation. EDUC 558 will focus on writing and the final presentation and will support candidates as they work to analyze data collected in their classrooms, and prepare to present their research as a capstone project.

Course Objectives

Course objectives include those pertaining to research and the Teacher Performance Expectations (TPEs) from the California Commission on Teacher Credentialing (CTC). Teacher candidates will be able to understand and demonstrate the following:

Research Objectives

1. Understand and contrast assumptions, aims and methods used in action research versus traditional quantitative and qualitative research.
2. Practice methods of action research and critically analyze action research projects carried out by other teacher-researchers.
3. Adopt action research as a career-long commitment to excellence in teaching
4. Participate in building democratic, research-focused, communities of practice.
5. Connect with on-line communities of teacher-researchers
6. Know and follow ethical mandates in conducting and reporting research.

TPE 1 Engaging and Supporting All Students in Learning

- 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning.
- 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design and Multi-tiered System of Supports

(MTSS), to support access to the curriculum for a wide range of learners within the general education classroom and environment

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2 Creating and Maintaining Effective Environments for Student Learning

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2 Create physical/online learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student to student and student to teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3 Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks.

3.2 Use knowledge about students (e.g., IEP, IFSP, ITP, and 504 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 During in person or online subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students' equitable access to the curriculum.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally-recognized educational technology standards of the International Society for Technology in Education (ISTE) and the International Association for K-12 Online Learning (iNACOL).

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

4.1. Locate and apply information about students' current academic status, content-and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short term and long term instructional planning purposes.

4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including Assistive Technology;
- applying principles of Universal Design and Multi-tiered System of Supports;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and,
- use of community resources and services as applicable.

TPE 5 Assessing Student Learning

5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6 Developing as a Professional Educator

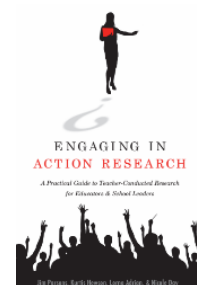
6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.3. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

Required Textbooks

Parsons, J. Hewson, K., Adrian, L. & Day, N. (2013). *Engaging in action research: A practical guide to teacher-conducted research for educators & school leaders*. Alberta, Canada: Brush Education
(This is an open access book. An electronic copy is available on Blackboard.)

CalTPA Candidate Fieldtest Handbook (more about this in class)




Course Policies

Guidelines for all Written Assignments

You are aspiring or current teachers and we believe it is very important you know and model proper spelling, grammar, and writing mechanics and style to teach your own students. So run that spellcheck, get a classmate or friend to look over your paper, or run it by the Writing Center, as we will take these into account when grading your assignments. Please type your assignments in 12-font size. Additionally, to be gender-sensitive, please use the salutation of Ms. when referring to all women and Mr. when referring to all men. As researchers, you will need to become familiar with using APA style in your writing, particularly with regard to references, headings and sub-headings. As we progress through the semester, this expectation will become increasingly stringent. This course will also introduce you to using People First Language, which asserts that people with disabilities are people first and that the disability is only one aspect of who we are. A brief reference sheet on this is available at the link below. We will expect you to use this language in your assignments. You will lose points off your grade if you do not use People First language and APA style.

[\[http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf\]](http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf)

<http://www.apastyle.org/>; <http://owl.english.purdue.edu/owl/resource/560/01/>].

We like to believe you are putting in your best effort for your assignment. Anything less is disrespectful to all of us. Read the rubrics, where relevant, carefully before writing your papers and submit well-written papers with quality responses (e.g., well-made arguments, examples to support observations) to the prompts on the rubrics for each assignment, using headings in APA style for each prompt or section. You are welcome to ask us questions for clarification on an assignment prior to submitting it. We will provide feedback, both general and/or specific positive comments and suggestions for improvement, in the margins of all graded papers. If you get less than 80% (B-) on an assignment, you have the option of revising and resubmitting it on Blackboard as a second attempt incorporating all the feedback and comments you received. KEEP all comments and **highlight the changes**. Revisions are due within a week of your receiving your grade on the assignment. Resubmission does not guarantee an increase in grade and you will not receive full points (that is, an A) in this second round. 

Requests for Accommodations

Please let us know if you need reasonable accommodations in accordance with the *Americans with Disabilities Act*, such as specific instructional and testing modifications. The University of San Diego Disability Services Office (phone: 619.260.4655; 3rd floor, Serra Hall) expects that you will have identified yourself to them before the beginning of the course and will give you the documentation you need to receive these accommodations. Please understand that we will still expect you to maintain performance standards for the course. Do contact us if – and as soon as you realize -- you need help with this and together we can try to work through it.

Grade of Incomplete

You will receive a grade on assignments relating to your literature review and reflection, which will be due on Blackboard. You can request a grade of incomplete when (1) you have completed the substantial requirements of a course but, for a legitimate reason, you still need to complete a small fraction of the work and (2) your performance so far in the course justifies the expectation that you will complete the work and obtain the passing grade by the deadline. You will need to petition for a grade of incomplete at the end of the course term. We expect you to explain to us, with valid documentation, why you haven't been able to complete your work and to request an incomplete grade prior to the posting of final grades. Together we will negotiate the criteria for changing a grade of incomplete to a letter grade **before the final class**, as these criteria will need to be outlined on the signed (by you and your instructor) Incomplete Request Form and turned in by the last session of the class. Without a student signed form, we are required to give you an "F" grade. If you receive a grade of incomplete, please submit all missing work by the end of the 10th week of the next regular semester. Otherwise again, regulations demand that the "I" grade be converted to a permanent "F" which will be calculated into

your overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Email and Internet Use

We will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, please set it up so that you receive these emails. We hope you will respect your classmates' space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your text and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access the course content materials we will refer to in class.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If we determine that an infraction or serious violation has occurred, we can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Assessment Plan/Grading Criteria

Grade distribution	
Assignment	Points
Attendance and participation including completing assignments on time, uploading CalTPA Cycles I & II to Blackboard, presenting at the roundtable session	50
Action Research Plan	
A. Context assignment	50
B. Data Sources Assignment	50
C. Annotated bibliography	50
D. Literature review (first draft)	50
E. Self-reflection	50
CalTPA Cycles I & II completed	50
IRB submission, including appendices and video permission forms, approval and summary form	50
Total	400

Grade					
Grade	Percentage equivalence	Points	Grade	Percentage equivalence	Points
A	96-100	384+	C+	78-82.9	312 - 301
A-	93-95.9	372 - 353	C	75-77.9	300 - 293
B+	88-92.9	352-340	C-	73-74.9	292 and below
B	85-87.9	340 - 333	F	Below 73	
B-	83-84.9	332 - 313			

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Course Assignments

All assignments must be uploaded to Blackboard. If you need help using Blackboard, let us know and we can direct you to on-campus workshops on Blackboard for students offered by USD's iTeam.

Students are expected to:

1. Attend all class meetings, complete all course assignments on time and participate in discussions online and in class.
 - Attend all class meetings. Students may be excused from one class meeting if the professor is notified in advance and a satisfactory reason is given. Additional absences will be considered unexcused.
 - Come prepared with assigned work completed and ready to actively participate in reading discussions and class activities.
 - Complete and submit all assignments on time.
 - Maintain ethical standards of conduct for educational research.
 - Abide by the ethical standards of conduct outlined in the online training course to be completed during this semester. More information on these standards can be found at: http://www.hhs.gov/ohrp/archive/irb/irb_chapter4.htm
<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>
<http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>
 - The course is in compliance with USD's IRB policies. All students must receive a certificate of completion of the IRB training. See <http://www.sandiego.edu/irb/training.php> and click the link to the SDSU site in order to complete the training. Students will submit certificates to course instructor as a PDF and submit a copy with their IRB application.
 - Students must complete the application for IRB approval for the research project prior to implementing action research steps in the student teaching placement.

2. Design and effectively describe a relevant and responsive research action plan
 - Complete a mini-ethnography context assignment to support planning and assessment in CalTPA. The mini-ethnography should be APA formatted as per the template provided on Blackboard.
 - Conduct classroom needs assessment based on the context that systematically identifies strengths and needs of the students and the learning experience.
 - Review the research and create an annotated bibliography. Synthesize the bibliography into a literature review using APA style
 - Implement a math-based lesson for Cycle I and a literacy-based lesson for Cycle II based on the context and needs assessment.
 - Complete the Data Sources assignment, including creating formative, summative and student self-assessments, analyzing student progress and directions for re-teaching.
 - Complete a self-reflection paper

3. Successfully complete CalTPA Cycles I & II
 - Complete/ implement both cycles of CalTPA and upload to Blackboard
 - Complete the IRB Application Form, including video permission parent letter, IRB approval and summary form

Course Outline*

*Syllabus is subject to change. Because this is a research and writing seminar, assignments may be adjusted to meet student needs. You will be notified of revisions or changes during class and/or via e-mail. Readings and assignments are due the week of entry, unless otherwise specified

Class	Topic	Assignment Due
Class 1 9/6	Introduction to Action Research and CalTPA Cycle 1: Context (Focus students), Introduction to co-teaching, Filming Forms & IRB, Who Am I activity (What are the identities that I hold and how do they intersect in the classroom), (Cycle 1: MATH; Cycle 2: Literacy based on math lesson)	
Class 2 9/13	Research Methods: observer's role/lens, interview techniques (note taking vs. note making; listening for understanding); teacher journal; student work	Filming Forms due
Class 3 9/20	IRB Workshop: develop basic question; get started on Human Sub Cert; continue conversation about ethical teaching	Observation notes due
Class 4 9/27	Librarian Visit; Literature review work: look to literature for strategies, procedures in relation to context; Identify a theory/lens that drives teaching practice	Context assignment ; School permission letter for IRB; Human subject certificate due
Class 5 10/4	Developing assessment tools and triangulating data sources - what are you seeing in the literature, how does this connect to context, how does this connect to self that teaches, how does this connect to student work/ observations/ student voice	IRB Due
Class 6 10/11	Work on literature review: submit a list of resources and themes based on your annotated bibliography	Annotated bibliography with citations in APA style due
Class 7 10/18	CalTPA Cycle 1 and reteaching for AR, Discuss filming procedures	
Class 8 10/25	Praxis/Theory Discussion: reflect and apply; bring in tools used for analysis to inform reteach (or extension)	CalTPA Cycle 1 filming done
Class 9 11/1	Share video clips and discuss self-reflection; how to write up reteach for AR	CalTPA Cycle 1 due on BB
Class 10 11/8	Planning Cycle 2 (Literacy based on math): Literature/evidence-based practice	
Class 11 11/15	Looking at student work protocol (bring samples from high, med, low and each focus student)	
11/22	<i>Holiday Break</i>	
Class 12 11/29	Becoming a reflective practitioner	Data sources assignment due
Class 13 12/6	Peer groups for member checks and feedback	Self-reflection ; CalTPA Cycle 2 due
Class 14 12/13	Roundtable session: Presenting your action research study to your peers	Lit Review (1 st Draft) due